

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title & Code	HEBREW EXEGESIS I (SEMINARY) OLDT 0711 1S READINGS IN BIBLICAL HEBREW I (UNDERGRADUATE STUDIES) HEBR 3013 1S
Date	SEPTEMBER 15 – DECEMBER 8, 2026 Every Tuesday
Time	8:15 – 11:05 AM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Tuesdays 8:15–11:05 am.
Instructor	DR. GORDON K. OESTE Email: goeste@tyndale.ca
Office Hours	Students may participate in live-streamed office hours: Tuesdays, 11:15 AM – 12:15 PM or at a separate time by appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale Undergraduate students may enroll in this course under the following course code:

HEBR 3013

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

Through the in-depth study of selected passages of Biblical Hebrew Narrative, students will learn various foundational methods essential for OT exegesis. While geared toward teaching and preaching, the course also provides the student with a solid foundation for further advanced academic study.

Prerequisites:

Seminary: Hebrew Grammar II (OLDT 0612), Biblical Interpretation (BIBL 0501)

Undergraduate Studies: BSTH 101, 102, 201, HEBR 201, 202.

Exclusion:

Undergraduate Studies: HEBR 401.

II. LEARNING OUTCOMES

At the end of this course, the student will be able to:

1. Demonstrate a working knowledge of the grammar, vocabulary and syntax of Biblical Hebrew.
2. Exegete a passage of Scripture in Hebrew and read Hebrew with greater proficiency and understanding.
3. Analyze the genre, structure, and techniques of Hebrew narrative and describe the basic hermeneutical considerations involved in Old Testament interpretation.
Parse and translate verbal forms and understand syntactical categories studied, especially as it relates to verbal translation values and causal relationships.
4. Master the technique of interpretive questioning and analyze and explain Hebrew word meanings responsibly.
5. Use Hebrew lexicons, concordances, grammars, theological dictionaries and commentaries effectively for doing Bible study, word study, exegesis, and sermon preparation.
Use the available resources for studying Biblical Hebrew.
6. Foster the ability to read biblical texts carefully, paying close attention to detail, and a desire for life-long learning of the Hebrew language.
7. learn self-disciplined study habits and the ability to meet fixed deadlines as set out by the course outline.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Amit, Yairah. *Reading Biblical Narratives: Literary Criticism and the Hebrew Bible*. Minneapolis: Augsburg Fortress, 2001. ISBN # 9780800632809

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. 2nd Edition. Cambridge: Cambridge University Press, 2018. ISBN # 978-1107434967.

Chisholm, Robert B. Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker Books, 1998. ISBN # 9780801021718

McNinch, Timothy. *Illustrated Ruth, Esther, Jonah in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017. ISBN # 9781942697428
(OPTIONAL)

The STEP Bible (a helpful Hebrew and Greek online resource) <https://www.stepbible.org/> Tyndale recommends this free and reputable online resource developed by Tyndale House (Cambridge, England) for word searches of original language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the Tyndale Library for other [online resources for Biblical Studies](#)

You will also need a Hebrew Bible and a Hebrew Lexicon. For a Hebrew Bible I recommend *A Reader's Hebrew Bible* (Zondervan), or the *BHS (Biblia Hebraica Stuttgartensia)*, or *Biblia Hebraica Stuttgartensia: A Reader's Edition* (Hendrickson). (See below for full bibliographic information). For a Hebrew Lexicon, I recommend David Clines' *Concise Dictionary of Classical Hebrew*, W. L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, or *BDB (The Brown-Driver-Briggs Hebrew and English Lexicon)*. Electronic versions of the Hebrew lexicons are also acceptable.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

It is highly recommended that students purchase Hebrew and Greek capable Bible software and learn to use it. It will greatly aid in the completion of assignments, and will enable the student to keep using Hebrew long after graduation. Accordance and Logos are the best Bible software programs for the biblical languages (Sadly, Bibleworks went out of business in 2018). If the student has not already purchased one of the above, the professor has negotiated a special student price (50 % off) for the Accordance software program, which functions on both Mac and PC. Accordance offers various packages for Hebrew and Greek software. Further information on how to order from Accordance with the student discount code, please go to the Hebrew Exegesis Course page. Owning this software will enable the student to make a giant leap forward both in the course itself, and in future work both in other Tyndale courses, and beyond.

C. ASSIGNMENTS AND GRADING

The following written assignments will help foster the skills of critical analysis and doing biblical exegesis from the Hebrew Bible. Through doing the practical exercises, the student will learn how to ask interpretive questions, do Hebrew word studies, and analyze Hebrew narrative.

1. Word Study: Due on October 6, 2025; 10 % of final grade.

Instructions for doing the Hebrew word study will be given in class. Length: 3-4 pages double-spaced. This assignment is related to learning outcomes # 1, 5, 7.

2. Interpretive Questions and Answers Assignment: Due on November 3, 2025; 25 % of final grade.

This assignment is related to all the learning outcomes.

Draw up a Hebrew term chart of Genesis 22:1–19. Select approximately 20–25 (or more) Hebrew words or phrases from the passage and list them in the chart. In the appropriate columns identify significant features of the text and ask insightful and pertinent interpretive questions. Then respond to some of the questions you have asked. More detailed instructions on interpretative questions will be given in class. The primary sources you should use to answer these questions are: Concordances, Hebrew Grammars and Syntax Books, Bible Dictionaries and Encyclopaedias, Specialized Articles on Verbal and Thematic Studies, and Commentaries. Ask different kinds of questions from the various categories outlined in the detailed instructions about interpretative questions. Some questions will require longer answers, whereas others can be answered in one or two sentences. You do not need to answer every question you have posed. Be selective and spend your energy on the most critical and relevant questions. Try to answer a variety of types of questions suggested from the different kinds of interpretative questions outlined in the Interpretative Questions Handout. Be sure to indicate the source of your answers on the term chart. For example, use author and page citations (e.g., Hamilton, p. 56) in the chart or use footnotes, and include a full bibliography at the end. The length of the paper should be approximately 10–12 pages, not including bibliography.

3. Exegetical Paper. Due on December 1, 2025; 30 % of final grade.

This assignment is related to all the learning outcomes.

For this assignment, you need to do your own translation of the passage from Hebrew into English, parse all the verbs, and submit this along with the exegesis paper.

Full instructions on how to do an exegetical paper will be given in class.

4. Completion of Translation Exercises: Due dates vary; 10 % of final grade.

This assignment is related to all the learning outcomes.

Throughout the semester we will be doing translation from the Hebrew Bible. The focus of the translation and parsing for the fall semester is on Hebrew narrative. The student is responsible for completing the translation exercises before each class when they are due and to come prepared to discuss them in class. The student should keep a log of when they complete the translations of the assigned passages and hand in the log on the final day of class, December 1, 2025. See the class schedule below of passages to be translated.

5. Final Exam: 15 % of final grade. Date to be confirmed by the Office of the Registrar.

This exam is related to all the learning outcomes.

There will be an exam based on the Hebrew passages translated for class. This exam will involve translating and parsing the Hebrew and commenting on any grammatical features or theological and thematic questions. This exam will be held during exam week. Extra time will not be allowed for late arrivals. If the student misses the exam, the exam will be counted as zero unless the student misses the exam due to illness. In such a case, the student needs to fill out an Exam

Reschedule Form and submit it to the Office of the Registrar along with a doctor's note within 48 hours of the originally scheduled exam time.

6. Participation and Reading Assignment: Due December 1, 2025; 10 % of final grade.

This assignment is related to learning outcomes # 1, 2, 3.

The student is required to read the textbooks and assigned readings for the course. See the reading schedule below. As part of the reading assignment, the student should read two Hebrew devotions twice a week as part of their personal devotions. Any passage of Scripture from the Hebrew Bible is acceptable. The student should try to meditate on the Hebrew verse as part of their devotional time, so that learning Hebrew becomes more than just an academic exercise. At the end of the course, the student will hand in a log of the Scriptures used for the Hebrew devotions, as well as all the readings that were completed during the semester. The student is also required to listen to the Hebrew Scripture passages read aloud from either the *Sefer Rut* Audio/Video Companion or the audio Hebrew Bible on the [mechon-mamre.org online website](http://mechon-mamre.org) for the biblical texts listed each week according to the Course Schedule. The ultimate goal is that the student will be able to understand the passage orally and improve their own reading skill of reading Hebrew.

The student is also encouraged to participate in class. Periodically we will break into small groups and the class will work on an exercise together. Each student is also required to join a study group comprised of three to four members. These study groups are required to meet once a week to assist each other in learning the language and to practice reading Hebrew together. Twenty to thirty minutes a week should be spent practicing reading aloud biblical Hebrew together as a group. Each person needs to keep a reading log indicating the date, the time spent and what passage was read (any OT passage is acceptable). This needs to be handed in on the last day of class. The rest of the study group time can be spent going over the homework, reviewing vocabulary and grammar, and helping each other grapple with any questions or problems. Homework may be done as a group; however, the "divide and copy" method (i.e., you translate verses 1–5 and I will do 6–10, and then copy each other's answers) is expressly prohibited. Your study group is one of your most important assets in this course. It can provide mutual support and encouragement. If you and your study group is not a good match and is not working out, please tell the professor immediately.

Before turning to an interlinear Bible or computer translation and parsing guides or programs please try to do your translation work first unless you are completely stuck. These, however, may be used after a reasonable attempt has been made (3 minutes) to locate the term in Clines, Holladay, or BDB or using a computer software program. The use of Zondervan's *A Reader's Hebrew Bible* or Armstrong, Busby, Carr, *A Reader's Hebrew-English Lexicon of the Old Testament* is encouraged as well as the use of Hebrew vocabulary cards or aids for practicing vocabulary. If you do not own a Hebrew computer program to check your work, you may consult J. J. Owens, *Analytical Key to the Old Testament* (4 vols; Grand Rapids: Baker Book House, 1989-92), available in the reference section of the library.

Late Assignments

Papers should be e-mailed to the professor (see e-mail address on p.1) no later than 11:59 PM on the due date. Paper should be submitted as a **doc (or docx) file** (please do not submit your paper as a PDF file). Please use PDFs for the confirmation of translation completion.

The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. An assignment will be considered late if it has not been received by the professor by 11:59 PM on the due date. Should this fail to occur, the following policy will govern the evaluation of your work:

For each day late (or part thereof), the assignment grade will be reduced by 2 %.

Extensions are not readily available. Requests must be submitted and arranged beforehand with the instructor (at least **72 hours in advance**). Please note that extensions will only be granted for situations out of the student's control, and which could not knowingly be planned for in advance. As a result, extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.

Statement on the Use of AI

In this course, we will be developing skills and knowledge that are important to discover and practice on your own. The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.

As a result, students are not allowed to use any AI tools, such as ChatGPT or Dall- E 2, in this course. Students are expected to only submit work that is their own without assistance from others, including automated tools. Using AI tools in this course will violate the Seminary's academic integrity policy.

If you are unclear if something is an AI tool, please check with your instructor. Students are also encouraged to consult [Writing Services](#) for writing and citation helps, as well as [tip sheets](#).

Marking Standards: General Principles

Marking standards follow the stated Tyndale academic policies. Generally speaking, assignments which satisfactorily meet the professor's expectations will receive a B/75% (i.e. a B is a good grade – students have completed the assigned work well).

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

- 1) Form and Presentation – thus, correct bibliographic form must be used

- 2) Number and quality of primary and secondary sources cited. A good general rule for a research or exegetical paper is that the number of sources should at least equal the number of assigned pages for the paper (unless otherwise stated).
- 3) Thoroughness of historical, grammatical, syntactical, exegetical, and theological investigation. This could include, though not be limited to things like: doing your own word studies, research into background materials, examination of archaeological data, synthesizing your own research on a theological theme, etc.
- 4) Logical and methodological accuracy and consistency.
- 5) Use of foundational tools like: ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture, and sociology; specialized scholarly articles and monographs; interaction with major commentaries.
- 6) Quality and clarity of written English.
- 7) Ability to carefully follow the assignment instructions.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment # 1: Word Study	10 %
Assignment # 2: Interpretive Questions and Answers Assignment	25 %
Assignment # 3: Exegetical Paper	30 %
Completion of Translation Exercises	10 %
Exam on the Translation Passages	15 %
Participation and Reading Assignment	10 %
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Translation	Readings	Practice	Assignment
Sept 15	Introduction & Review				
Sept 22	Review, Syntax, and Exegetical Tools	Jonah 1:1-6	EE – 7-18 RBN – 1-9	Devos (x 2) DD (x 5) AHB	
Sept 29	Hebrew Word Studies	Jonah 1:7-12	EE – 31-56 RBN – 10-21	Devos (x 2) DD (x 5) AHB	
Oct 6	Textual Criticism	Jonah 1:13-17	EE – 19-29 RBN – 22-32	Devos (x 2) DD (x 5) AHB	
Oct 13	Interpretive Questions	Jonah 2:1-5	EE – 57-75 RBN – 33-45	Devos (x 2) DD (x 5)	Word Study

				AHB	
Oct 20	Reading Hebrew Narrative	Jonah 2:6-10	EE – 76-94 RBN – 46-68	Devos (x 2) DD (x 5) AHB	
Oct 27	Reading Week				
Nov 3	Hebrew Narrative & Exegetical Papers	Jonah 3:1-5	EE – 94-117 RBN – 69-92	Devos (x 2) DD (x 5) AHB	
Nov 10	Quality Hebrew Resources	Jonah 3:6-10	EE – 119-138 RBN – 93-102	Devos (x 2) DD (x 5) AHB	Interpretive Q & A
Nov 17	Understanding The Masorah	Jonah 4:1-4	EE – 139-147 RBN – 103-114	Devos (x 2) DD (x 5) AHB	
Nov 24	Geography	Jonah 4:5-8	EE – 149-186 RBN – 115-125	Devos (x 2) DD (x 5) AHB	
Dec 1	Late Biblical Hebrew	Jonah 4:9-11	EE – 187-220 RBN – 126-137	Devos (x 2) DD (x 5) AHB	
Dec 8	Review	Review	EE – 221-278 RBN – 138-149		1) Exegesis Paper 2) Study Group & Participation Log 3) Bible Translation Log
TBD	Final Exam – Hebrew Translation Passages – TBD by the Registrar's Office				

Devos = Hebrew Devotions

RBN = Amit, *Reading Biblical Narratives*

DD = Daily Dose of Hebrew

EE = Chisholm, *From Exegesis to Exposition*

AHB = Audio Hebrew Bible <https://mechon-mamre.org/p/pt/ptmp3prq.htm>

V. SELECTED BIBLIOGRAPHY

Introductory Grammars:

- Andersen, Francis I., and A. Dean Forbes. *Biblical Hebrew Grammar Visualized*. Winona Lake, IN: Eisenbrauns, 2012.
- Athas, George, and Ian Young. *Elementary Biblical Hebrew: An Introductory Grammar*. 5th edition. Cognella Academic Publishing, 2016.
- Baker, David L. *Getting to Grips with Biblical Hebrew An Introductory Textbook*. 3rd edition. Carlisle: Langham Global Library, 2025
- Buth, Randall. *Living Biblical Hebrew: Introduction Part One (Aleph)*. Jerusalem: Biblical Language Center, 2006.
- _____. *Living Biblical Hebrew: Introduction Part Two (Beth)*. Jerusalem: Biblical Language Center, 2006.
- Cook, John A. and Robert D. Holmstedt. [*Beginning Biblical Hebrew: A Grammar and Illustrated Reader*](#). Grand Rapids: Baker Academic, 2013.
- Dallaire, Hélène M. *Biblical Hebrew: A Living Language*. Lexington, KY, 2016.
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- DeClaissé-Walford, Nancy L. *Biblical Hebrew: An Introductory Textbook*. Chalice Press, 2009.
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- Fuller, Russell, and Kyoungwon Choi, *Invitation to Biblical Hebrew: A Beginning Grammar*. Grand Rapids, MI: Kregel, 2006.
- Fullilove, William. *Introduction to Hebrew: A Guide for Learning and Using Biblical Hebrew*. Phillipsburg, NJ: P & R Publishing, 2017.
- Futato, Mark D. [*Beginning Biblical Hebrew*](#). Winona Lake: Eisenbrauns, 2003.
- Garrett, Duane A., and Jason Shane DeRouchie. *A Modern Grammar for Biblical Hebrew*. 2nd edition. B & H Academic, 2009.
- Kahn, Lily. *The Routledge Introductory Course in Biblical Hebrew*. New York, NY: Routledge, 2014.
- Kelley, Page H. [*Biblical Hebrew: An Introductory Grammar*](#). Grand Rapids: William B. Eerdmans Publishing Co, 1992.
- Kittel, B., V. Hoffer, R. Wright. *Biblical Hebrew: A Text and Workbook*. New Haven: Yale University Press, 1989.
- Kutz, Karl V., and Rebekah L. Josberger. *Learning Biblical Hebrew: Reading for Comprehension: An Introductory Grammar*. Bellingham, WA: Lexham Press, 2018.
- Lambdin, Thomas O. *Introduction to Biblical Hebrew*. New York: Scribner, 1971.
- La Sor, William Sanford. *Handbook of Biblical Hebrew: An Inductive Approach Based on the Hebrew Text of Esther*. Grand Rapids, MI: Eerdmans, 1979.
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Mansoor, Menahem. *Biblical Hebrew Step-by-Step*. 2nd edition. Grand Rapids, MI: Baker Book House, 1984.

Overland, Paul. *Learning Biblical Hebrew Interactively*. Vol. 1. Student Edition. Sheffield: Sheffield Phoenix Press, 2014.

_____. *Learning Biblical Hebrew Interactively*. Vol. 2. Student Edition. Sheffield: Sheffield Phoenix Press, 2014.

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Nashville: Abingdon Press, 1987.

Webster, Brian L. *The Cambridge Introduction to Biblical Hebrew*. Cambridge University Press, 2009.

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West, Travis, and Keith Neely. *Biblical Hebrew: An Interactive Approach*. Hebrew and Aramaic Accessible Resources for Exegetical and Theological Studies. GlossaHouse, 2016.

More Advanced Grammars:

Cook, John A. *The Biblical Hebrew Verb: A Linguistic Introduction*. Learning Biblical Hebrew. Grand Rapids, MI: Baker Academic, 2024.

Cook, John A., Robert D. Holmstedt, and Philip John Williams. [*Intermediate Biblical Hebrew: An Illustrated Grammar*](#). Learning Biblical Hebrew. Grand Rapids, MI: Baker Academic, 2020.

Davidson's Introductory Hebrew Grammar – Syntax. Ed. J. C. L. Gibson. 4th ed. Edinburgh: T. & T. Clark, 1994.

Chisholm, Robert B. *Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel Academic, 2006.

Gesenius, W. [*Gesenius' Hebrew Grammar*](#) (GKC). Ed. E. Kautzsch and A. E. Cowley. Oxford: Clarendon Press, 1910.

Holmstedt, Robert D. *Biblical Hebrew Syntax: A Linguistic Introduction*. Grand Rapids, MI: Baker, 2020.

Joüon, Paul and T. Muraoka, [*A Grammar of Biblical Hebrew*](#). 2 Vols. Rome: Pontifical Biblical Institute, 1991.

Niccacci, Alviero. [*The Syntax of the Verb in Classical Hebrew Prose*](#). Journal for the Study of the Old Testament. Supplement Series 86. JSOT Press, 1990.

Rocine, B. M. *Learning Biblical Hebrew: A New Approach Using Discourse Analysis*. Macon, GA: Smyth & Helwyn Publishing Inc., 2000.

Steinmann, Andrew. [*Intermediate Biblical Hebrew: A Reference Grammar with Charts and Exercises*](#). St. Louis, MO: Concordia, 2009.

Van der Merwe, Christo H. J., Jackie A. Naudé and Jan H. Kroeze. [*A Biblical Hebrew Reference Grammar*](#). Biblical Languages: Hebrew 3. Sheffield: Sheffield Academic Press, 1999, 2000.

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Zvi, E., M. Hancock, R. Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven: Yale University Press, 1993.

Dictionaries/Lexicons:

- Brown, F., S. R. Driver and C. A. Briggs. *A Hebrew and English Lexicon of the Old Testament (BDB)*. Oxford: Clarendon Press, 1907; corrected impression 1952.
- Clines, D. J. A. ed. [*The Dictionary of Classical Hebrew*](#). 9 Volumes. Sheffield: Sheffield Academic Press, 1993, 1995, 1996, 1998, 2001, 2007, 2010, 2011, 2016.
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- Koehler, L. and W. Baumgartner. [*The Hebrew and Aramaic Lexicon of the Old Testament*](#). 2 vols. Trans. M. E. J. Richardson. Leiden: Brill, 2001. (Short form name: HALOT)
- The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon*. Peabody: Hendrickson, 1979.

Concordances:

- Even-Shoshan, A., ed. *A New Concordance of the Old Testament*. 2nd ed. Grand Rapids: Baker Book House, 1989.
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Other Lexical Aids:

- Armstrong, T. A., D. L. Busby and C. F. Carr. *A Reader's Hebrew-English Lexicon of the Old Testament. Four Volumes in One*. Grand Rapids: Zondervan, 1989.
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Other Resources:

- Aleph with Beth Online YouTube videos*. Bethany and Andrew Case are Bible Translators with Wycliffe.
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Patton, Matthew H. and Frederic Clarke Putman. Edited by Miles V. Van Pelt. *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*. Grand Rapids: Zondervan Academic, 2019.

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There is a lot of computer software available as well for learning Hebrew and doing lexical and grammatical searches of the Hebrew Bible. *Accordance* and *Logos* are recommended. See Williams, Michael. *The Biblical Hebrew Companion for Bible Software Users*. Grand Rapids: Zondervan, 2015.

Tyndale Library Research Guides for biblical languages:

<http://libguides.tyndale.ca/content.php?pid=130812>

Helpful websites for Hebrew:

Audio Hebrew Bible: <http://www.mechon-mamre.org/p/pt/ptmp3prq.htm>

<https://torahclass.com/audio-bible-in-hebrew>

<http://www.animatedhebrew.com/>

<http://www.mechon-mamre.org>

<http://torahforme.org>

<http://www.learningbiblicalhebrewinteractively.com/>

<http://bakerpublishinggroup.com/books/beginning-biblical-hebrew/342630/esources>

<http://dailydoseofhebrew.com/>

<https://www.stepbible.org/>

<https://biblehub.com/interlinear/>

<https://scholarsgateway.com/>

<https://www.blueletterbible.org/>

<http://qbible.com/>

<http://openscriptures.github.io/morphhb/index.html>

http://obohu.cz/bible/index.php?wlc_en=ano&k=Gn&styl=OSH&kap=1

Bible Society in Israel: BSI Hebrew Bible with Lexicon and Parsing:

<http://haktuvim.co.il/en/study/>

A list of additional resources can be found on the Biblical Studies website:
<http://tyndale.ca/seminary/biblical-studies>.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**Exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).